

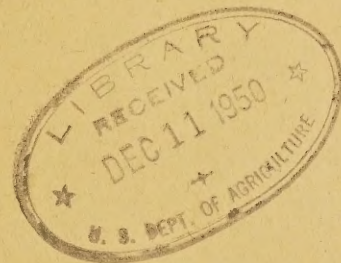
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BRIEF DESCRIPTION OF EXTENSION WORK IN RURAL ORGANIZATION
AND SOCIOLOGY

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	<u>Page</u>
Summary	
General description of the field	1
Types of problems and subject matter included. . .	2
Administrative connections	7
New developments in subject matter and methods . .	8
Appendix - Programs and methods by States.	13-20

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UNITED STATES DEPARTMENT OF AGRICULTURE
2 U. S. EXTENSION SERVICE.
20 Division of Agricultural Economics.
July 1950

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Brief Description of Extension Work in

RURAL ORGANIZATION AND SOCIOLOGY

Rural organization and sociology as a specialized field of subject-matter information and assistance is comparatively new in cooperative extension work in the United States. Sociology itself as a field of science has not had the attention that the physical, biological, and economic sciences have had. The idea of applied sociology is even newer than research and college resident teaching in this field. Considerable facts and theory about the social aspects of rural life have been built up during recent years, and the primary function of extension rural organization and sociology is to help others obtain and use this information. The purpose of this leaflet is to describe briefly the present status of development of this newer extension work, giving attention to the kinds of information and assistance available, problems dealt with, and the methods used.

Today 22 State extension services have one or more specialists in rural organization and sociology, and several others make use of personnel in this field from experiment station and college resident-teaching staffs. This field of extension work is more than 20 years old in 8 of these 22 States, and less than 5 years old in 12 States. Thus, while extension work in this field is much less developed than in other agricultural sciences, it is not entirely new, and considerable background of experience which is worthy of attention has been built up in a number of States.

The types of programs and activities included in extension rural organization and sociology vary among the States having this kind of work. In 13 States the major demands for sociology information and assistance are in connection with organization, leadership, and discussion methods; in 6 States the major activities are on work with rural churches and community development, and in 3 States emphasis is on specialized community organization for extension programs and community improvements. ^{1/}

GENERAL DESCRIPTION OF FIELD

Sociology is the science of human relations and group life. Rural sociology is simply this with particular reference to rural people and rural areas. It deals with the social organization of people as to neighborhoods and communities, special interest groups, leadership patterns, population trends, community services, traditions, and community life. It is especially concerned with how rural organization and community life are affected by changes and trends of the times, and with the functioning of groups and organizations.

^{1/} Eighteen States also have State projects in recreation and cultural arts, and several others include these in 4-H Club work, but a description of extension recreation programs is not included in this report.

Extension rural organization and sociology makes available and interprets information about community organization, leadership, rural social organization, and group methods to extension workers, other agencies, and rural leaders, and helps them understand and deal with the social aspects of extension education and community problems with which they may be concerned.

Extension rural sociologists frequently participate in extension staff training conferences and leadership schools for officers or leaders of 4-H Clubs, home demonstration groups, farm organizations, and other rural groups. They show how to form county planning councils, and help individual communities or counties study their needs and devise ways for carrying out improvement projects. They teach discussion methods for use in educational and planning meetings. They help to locate "natural" community areas, and to find and motivate leadership. They provide liaison and service to rural church bodies and other welfare groups.

The subject matter of extension rural organization and sociology applies "across the board" of extension activities. The extension rural sociologist teams up with other specialists, extension supervisors, and county personnel in most of his work, for all of it is but a part of the total extension program. The content of extension rural organization and sociology is information and assistance in this field of subject matter. Its objective is teaching and service leading toward the improvement of rural living, largely within the context of other objectives and programs. Its method is analytical and educational.

Extension rural organization and sociology is not synonymous with public welfare, recreation, health, or community improvement as such. But it aids all these programs with sociology information as requested. Extension programs in these specialized fields may be and sometimes are combined under rural organization and sociology for administrative purposes. Terms or names of projects, such as "rural organization," "community organization," "community development," or "extension organization," are frequently used in addition to or in place of "sociology" or "rural sociology" to indicate special emphasis or breadth of emphasis given, and also because they are sometimes considered more practical terms.

TYPES OF PROBLEMS AND SUBJECT MATTER INCLUDED UNDER EXTENSION RURAL ORGANIZATION AND SOCIOLOGY

The previous section gives a general description of Extension organization and sociology. A fuller picture is given below by showing more specifically the types of problems that extension specialists in this field actually work on, including areas of subject-matter information and methods used as reported in the State projects for this field.

1. The problem of developing methods of organization and leadership for reaching maximum numbers of rural people with ever-enlarging extension programs. State and county extension staffs frequently raise such questions as: How to get more people to educational meetings? How to more fully reach isolated or hard-to-reach neighborhoods or other groups in the county? How to handle program planning to better ascertain the interests and needs of the people? How to motivate people to have an interest in new information and practices? How to work with additional numbers of special interest groups and programs?

One main way that extension sociologists contribute to answering such questions is by helping the persons concerned analyze the social aspects involved, such as the effect of group differences within the area, the true channels of communication, the leadership patterns, and influential ideas of the people which affect their acceptance or rejection of new information, and then helping them work out methods of approach based on such analysis of their situations. Another way is by helping devise and use discussion guides, interest finders, and discussion techniques for use in program-planning meetings and pre-planning surveys.

In one State 4-day district workshops on rural sociology and extension methods for county and district extension staffs were recently started. They dealt with such topics as community structure of groups and leadership patterns, rural social trends affecting extension methods, individual psychology and value systems related to working with people, and rural health conditions. Similar workshops on analysis of community structure and leadership have also been held upon request in this State for Soil Conservation Service staffs. Another State follows the practice of having the district staff meetings for the month of May devoted to the sociology aspects of a special problem. One of these series of meeting was on understanding the county social organization and adapting methods to it; another year it dealt with volunteer leadership; and in another year the problem dealt with was improvement of program-planning procedure. In other States similar assistance has been given in social science refresher courses and training conferences or workshops of various kinds.

The idea of "area" agricultural demonstrations within a county has been started in another State, and the extension sociologist provides a county map service showing the outlines of communities and neighborhoods and other related information of use to the county agents, and helps them apply and evaluate the use of this type of demonstrations. In several States, studies have been undertaken of rural social organization in case counties or communities, generally in cooperation with experiment station researches of rural sociology departments, as a means of building up specific subject matter about organization and leadership for use in counseling and in staff training meetings to help staffs deal with their problems of reaching and teaching people.

Several States have set up methods for providing background social data for the use of extension staffs and others in program planning, discussion of public policies, and other purposes. One State began last year the supplying of background data for program planning in a special way that shows trends and

ranking of counties for various social and related items, which has proved to be helpful and is liked by State and county extension staffs. County-wide planning councils are being especially promoted and aided in several States. And in another State, the policy was begun last year of having an extension sociologist be a member of every State staff agricultural commodity planning committee, for the purpose of bringing sociological data and interpretations to the committees to aid them in building commodity programs and special methods. Pilot cases for using new community approaches to program planning are also being undertaken in this State.

2. The rural church. Information and help are frequently requested by rural church leaders on such topics as church-community relations, changes or trends in rural community life affecting churches, reorganization of parishes and church cooperation, group methods and leadership techniques for rural clergymen, and analysis of community conditions. This assistance has been helpful in building cooperative relations between county extension staffs and rural clergymen. In numerous counties clergymen are taken on special tours to learn about conservation projects and other farm and home practices, in order that they may help the people know of the progress in these fields. County rural life conferences, which include rural clergymen, representatives of agricultural agencies, and farm leaders, are now being held in numerous States. Joint meetings between county ministerial associations and extension staffs are held in some places.

An important activity of extension rural organization and sociology specialists is to help conduct rural ministers' short courses or leadership conferences, which are now sponsored by approximately 25 State agricultural colleges, and also church-operated training workshops and seminary summer schools. A "Rural Community Program" or a "Rural Church Program" has been set up in the annual Farm and Home Week of a number of States. In one State certificates are awarded by the State university and Extension Service to churches for outstanding programs of community service. Observance of Rural Life Sunday is assisted in several States with resource materials about agriculture and community life and in other ways. State and national rural church councils and similar bodies are given information and assistance relating to population trends, local church reorganization, and other subjects related to their special programs or problems. In several States regular news letters and program guides are prepared by extension rural sociologists for rural clergymen and other community leaders.

3. Community organization and development, including the problem of developing county or community organization and leadership for implementing public programs and locally determined community projects. This is the emphasis of extension rural organization and sociology in several Southern States, where the ideas has grown rapidly of having in each community an over-all community club or organization with regular meetings, officers, and a program of farm, home, and community improvement. Hundreds of small communities in these States have organized themselves in this manner during recent years, in some cases under the impetus of community contests, with the result that many have improved their churches, constructed recreational facilities, and obtained health services, and many families have adopted conservation practices and improved homes. This method of extension work is spreading into other Southern States.

States in other parts of the country are also giving increased attention to community organization and development programs. Frequently communities are aided on an individual counseling basis with analysis of needs and plans of action for obtaining library services, recreation programs, and improving town-country relations. In several States this assistance is developed in selected communities or counties for demonstrations and tests of methods as guides to wider use in other areas of the State. One State held a special State workshop on community development, attended by over 300 rural leaders, where practical methods of organization and teamwork between agencies and groups were shared and developed, and from this workshop numerous projects for community improvement and for agencies working together have already been initiated around the State. In another State special emphasis was given to helping the county coordinating agricultural boards evaluate their situations and strengthen their activities and procedures for the development of the county. Information about community organization and development has also been taught in other States through church conferences, farm organizations, Grange lecturers' training conferences, and in other ways. Several States have published bulletins on this subject, and one State made a series of 4 wire recordings last year on "Organizing the Community for Better Living," which were used for radio broadcasts throughout the State. The idea of community councils and calendar committees is spreading.

Information for State and local officials, education officials, and rural leaders has also been given on the problem of school consolidation, especially in connection with the setting up of new school districts to fit natural community lines. State agencies, such as health departments, recreation commissions, and private welfare groups, are aided in understanding local conditions and community structure and patterns in order to work out methods and procedures to better serve rural communities. Extension specialists in rural organization frequently serve on State interagency welfare committees and on committees for handling special welfare programs such as the Christian Relief Overseas Program (CROP) and the Displaced Persons Program. Extension personnel and local groups have been helped in forming county health councils, county recreation committees, and projects for improving town-country relations. Interest is on the upswing in organization methods for helping increased numbers of agencies and groups to work together.

4. Leadership techniques and methods of organization operation to help groups build effective programs and improve participation. Leadership training on the subject of how to conduct group meetings and plan yearly programs is given in most States with a project in extension rural organization and sociology. In some States this training is given in county and district leadership schools, community institutes and rural life conferences, and through publication of bulletins and leaflets. In one State methods for meetings and other group activities were taught at 6 county and 5 district leadership training schools of 1 or 2 days' length attended by over 900 officers of rural organizations, at 4 district leadership schools especially for the extension young men's and women's program, and at 12 district and 5 county 4-H leadership schools attended by over 1,200 4-H Club junior officers and adult advisers.

Rural organizations, such as the Grange, Farm Bureau, and Parent-Teachers Association, also frequently request assistance on the subjects of building programs of local groups, finding and using leaders, and handling meetings. How to motivate leaders, how to recognize leaders for services rendered, and how to identify natural leaders are questions frequently brought by extension agents and rural organization leaders to extension sociologists. These specialists are also asked by farm cooperative associations for assistance on problems of membership relations, revising organization to better fit the social organization of the territory, building interest and leadership among members, improving annual meetings, and helping with the training of officers and employees. Often assistance on such topics is given cooperatives and other groups through helping them self-analyze the local social organization of their territory as a basis for working out new methods or plans of organization, and by providing them with pertinent social data for use in connection with their special programs.

5. Discussion methods. Training in the use of discussion methods includes the teaching of skills in conducting discussions in large and small meetings such as through business sessions, forums, panels, role playing, and other techniques. Problems dealt with include how to get discussion started, setting up discussion under different audience situations, use of discussion in program planning, how to conduct question periods effectively at educational meetings, and preparation of discussion guides. Much of this training and assistance is given as part of various kinds of training meetings and conferences, and numerous State extension services have bulletins or leaflets available on this subject. The use of discussion methods in program planning is receiving increased attention from State and county extension staffs.

6. Basic social data and information about rural life and social aspects of public policies. This includes data on population trends, vital statistics, living conditions, schooling, community services, and other background information which extension agents or other persons request for use in program planning, discussion of public policies, or for other purposes. Information is provided about public policies and programs, such as social security, housing, health, public recreation, international affairs, and social aspects of various agricultural or other policies. In some States special attention has been given to promoting and assisting the discussion of public programs and issues through special forums, neighborhood groups, and in regular meetings of organizations. Help has been given in the preparation of circulars on certain programs, and in assembling other resource materials for distribution or reference.

7. Cooperation with rural sociology resident-teaching and experiment station research programs is generally a part of the extension rural organization and sociology program in most States. This ranges all the way from incidental assistance on the formulation of research problems and incidental teaching in extension summer schools and pre-service courses to full responsibility for

certain college courses or research projects on a part-time extension basis. Cooperation of extension rural organization and sociology with resident teaching and research is generally looked upon with favor; the researchers and teachers are an important source of new information and help in applying new findings, while extension specialists help to formulate significant problems needing research and bringing practical aspects of rural sociology to college courses.

8. Administration and assistance to special extension programs. The State extension-recreation project is attached to rural organization and sociology and comes under the general administration of the extension rural sociologist in 3 States. The same is true of the extension health services program in 2 States, and of the extension evaluation studies program in 3 States. In one State the extension young men's and women's program is under the chairmanship of the extension sociologist.

ADMINISTRATIVE CONNECTIONS

The administrative set-up of extension work in rural organization and sociology varies from State to State. In 7 of the 22 States having an extension project in rural organization and sociology, it is closely tied up with teaching and research under one department of rural sociology (in 3 of these States the person chiefly responsible for extension work of the department is also head of the department); in 2 States extension rural sociology, along with teaching and research, is a part of the department of agricultural economics; and in the other 13 States it is first a part of the Extension Service and not formally connected with any department of rural sociology or agricultural economics. In some of these 13 States the extension rural organization and sociology project is directly connected to the State director's staff, and in others it is attached to a State leader of county agent work or home demonstration work or to some other administrator.

Much of this variation in administrative connection of extension rural sociology is related to the integration of the land-grant college staff itself. In some States the college staff is integrated by departments with the resident teaching, research, and extension work together for each department under one department head. In other States teaching, research, and extension, are separate. Some States do not have separate departments of rural sociology, and some may not have teaching or research in this field.

Today 18 States also have State extension recreation programs other than 4-H Club work, with one or more specialists. These are attached to or included in extension rural organization and sociology in only 6 States, and in all except 3 of the 18 States the specialists have the title of "recreation specialist" or a related title, and not the title of "rural sociologist." In these 3 States the specialists devote considerable time to recreation but much less than all their time; in not a single case does a specialist with the title of "extension rural sociologist" devote entire time to recreation and cultural arts.

Likewise, with one exception, in States where the State extension project in rural organization and sociology devotes major attention to what might be called "community organization," these specialists are given the title of "community organization specialist." The same relation prevails with the State extension projects in rural health services. In 1 State a full-time project in health is incorporated with extension sociology, and in this case the specialist is titled a "specialist in health services and organization" and not an "extension rural sociologist." In another State the health program is treated as a part of community organization all under one specialist, and the specialist is designated "community organization specialist."

Much of the extension work in recreation, health services, and community organization is at times mainly sociological in nature. These are specialized rural organization and sociology programs. They have a general relation to all lines of extension work, which makes it feasible that they be set up so that they can function across the board. The whole field of rural organization and sociology is far more than recreation or other single specialized programs. Thus, if one or more such programs or particular parts of rural organization and sociology are to be especially emphasized, the general practice is to identify them by name of subproject and title the different specialists accordingly, such as "recreation specialist," or "specialist in community organization." This helps to prevent the special programs and general rural organization and sociology from hindering each other or becoming tagged as something which they may not be, which might limit the maximum contribution of each.

At the Federal level, in the United States Department of Agriculture, extension work in rural organization and sociology is called this by name, the specialist is titled "extension rural sociologist," and the work is located in the Division of Agricultural Economics of the Extension Service. It functions in relation to the States and Federal staff and national groups in much the same way as the State specialists function in their States. Both the State projects in extension rural organization and sociology and the State extension projects in recreation (excluding 4-H Club recreation projects) are under this Federal office.

NEW DEVELOPMENTS IN SUBJECT MATTER AND METHODS

1. Subject-matter content and emphasis in extension rural organization and sociology have shifted from recreation types of projects to projects that deal more with group methods, rural leadership, application of new sociology research findings and principles, and analysis of changing rural social organization in relation to problems and programs of the Extension Service and other agencies.

At one time extension rural sociology was quite generally "tagged" as recreation because this was its main emphasis in a number of States which had early projects in extension rural sociology. By far the most general impression held by extension people and others today is that rural sociology is much

broad than recreation, although the idea that rural sociology is recreation or "social welfare" still persists to a limited extent. More than ever it is seen for what it is - a resource center of sociological information and assistance on organization methods and community analysis for extension staffs and for rural people. Interest in recreation did not diminish with this shift of emphasis. Interest in it had been stimulated and rural people knew that they wanted it, but this growth has been in the name of recreation, which it is, rather than in the name of rural sociology.

The early projects in extension rural organization and sociology also stimulated a growing interest in community improvement to go along with that in farming and homemaking, and a growing interest in human values during times of rapidly changing conditions when other factors seemed to receive major attention. The early extension sociologists were among those who sounded warnings of social changes and their probable effects on farm family living and community life, which helped to lay a ground work of subject matter and methods for adjusting to changes. The early experiences and studies also helped to show the social aspects of reaching and teaching rural people, which later have come to the forefront as the Extension Service and other agencies have been increasingly faced with problems of reaching more people with greater numbers of educational programs. Most of the early developments have contributed to the total extension program and to extension rural organization and sociology content and methods in one way or another. The content and methods of extension rural organization and sociology today are the result of development from the early foundations. Other fields of extension work have followed a similar process.

2. More emphasis is being given generally to the idea that extension rural organization and sociology serves other extension programs with information and assistance, rather than being conducted as another "commodity" project for county agents to carry in their counties. This has not reduced the responsibility of extension rural organization and sociology toward specific programs which are more directly within its field of work, such as community organization and work with rural churches. The emphasis today is on service, analysis, and teaching in relation to particular problems and programs. Programs are built around types of subject-matter assistance and activities in relation to requests for assistance. A specific program and plan of activities for providing information and assistance are basic to real service and to significant accomplishments. The important things are that its content should continue to be based upon the interests of the people, not upon the overpromotion of a particular kind of activity, and the method should continue to be analytical, educational, and cooperative.

The work in some States may have followed a particular phase of rural organization and sociology in years past or may be doing so today. But over the years it is believed that more has been, and will be, achieved toward rural improvement if it is clearly recognized that the major contribution of the

rural sociologist is to help other extension workers, whether in field or office, and farm people to accomplish by group methods the objectives they are seeking to gain. The details of the content and methods of extension rural organization and sociology have to be related always to the particular situations and interests of the different States. In all situations, group behavior and group processes, whether in terms of organization, leadership, or group discussion and planning, are and must be used. It seems now to be fairly well recognized that the rural sociologist can help more by being a specialist, or even a generalist, in methods and processes, than by being a "commodity" specialist.

3. Methods are being developed for teaching and giving assistance in rural organization and sociology to large groups of extension staff members or other agencies and leaders, beyond assistance given in case studies and service contacts. In one State special workshops on rural sociology of 3 or 4 days' length have been started. In another State the district meetings for the month of May are customarily devoted to some sociology topic or phases of some particular extension problem, such as leadership, program planning procedure, or how to understand the social organization of the county and work with various groups. Much information about community social organization and related topics is acquired from case studies and service contacts for special problems or particular areas. The general methods of teaching are a means of getting the information gained in these case studies channeled to all the staff or otherwise used.

4. New emphasis on discussion methods. There is greater interest in discussion methods today than ever before on the part of extension workers and rural organization leaders. Much of this increased interest is due to the growth of public programs and the emerging of broad problems which concern farm people and which lend themselves best to discussion methods of treatment in educational programs. Another part of the increased interest is due to the outstanding extension work along this line in certain States, which is spreading to other States. New interest has also been aroused by the recent work of social scientists and educators in the field of group dynamics.

Discussion is sound educationally; it follows out principles of teaching and learning, and it fits in with the basic tenets of extension work, such as development of people and the idea of helping people help themselves. It is a means of motivation, and motivation is an underlying problem in expanding the outreach of extension work. Discussion is already being used, both in extension teaching and for program planning. It may become the next great advance in extension methods, like the expansion in use of visual aids during the last 10 years.

5. The trends of the times have stimulated interest in developing improved county and community organization through councils, coordinating committees, and other means for the furtherance of public programs and locally determined improvement projects. People are aware of the effects that transportation and

wider contacts have had on community life, and of the greater complexity of rural organization resulting from increased specialization of groups and interests, and the development of various public programs. Interest is on the upswing in organization methods for helping increased numbers of agencies and groups to work together.

6. Other developments and suggestions have been made by extension rural sociologists. One is a closer relation of extension work in rural sociology with research and resident teaching in this field. This helps to provide the new information needed. It also helps researchers to include treatment of the most critical sociology problems of extension work and results in findings which have maximum usefulness. Close relations with rural sociology resident teaching staffs help to give them an applied slant for the benefit of students preparing to become extension agents or other public servants, and also help to keep extension rural sociologists informed on the latest subject matter in the field.

Another trend is toward the development of administrative understanding and working relations that will facilitate working "across the board" as part of an extension team on a total extension program. Some States are considering the establishment of a staff committee on extension rural organization and sociology to help give general direction and share responsibility with the specialist for sponsoring work in this field, in order that it might be most useful to and widespread among all extension personnel. Titles of projects and titles of specialists should fit the major kind of work carried on, with the title "extension rural sociologist" being reserved for at least fairly general work and leadership in this field.

Opportunity for regular in-service training and professional improvement through workshops or conferences of those engaged in extension rural organization and sociology will be of great assistance to more adequate development of this kind of extension work.

What of the accomplishments? These are difficult to measure, as they are for any extension program. However, some idea of the impact of extension rural organization and sociology is given by the data taken from annual reports of county extension workers throughout the country. These show that 55,929 communities were assisted with organizational problems, programs of activities, or meeting programs; 2,296 communities were assisted in establishing a community house; 7,120 communities were assisted in providing library services; 29,424 communities were assisted in improving recreational facilities; and over 10,000 local groups were assisted in discussing local government, public finance, and other social problems.

It is presumed that in those States having extension rural organization and sociology work the total State extension program is much broader and that it is much easier for extension staffs to work in cooperation; presumably with

the result that more people are effectively reached, and with more aid than otherwise, and that farming and homemaking and 4-H Club work and community living are more effectively improved. It is believed that thousands of rural communities are better places to live as a result of extension assistance in rural organization and sociology, that thousands more churches and community organizations function more effectively; that thousands more officers and leaders of rural groups have been given experiences and training leading toward a higher level of leadership, personality development, and enjoyment; that thousands more rural families are reached with various extension programs. It is known that interest in the subject matter and techniques with which extension rural organization deals is greater than ever.

But one of the greatest needs for the future in extension rural organization and sociology is a more adequate measure of progress and accomplishment.

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APPENDIX

PROGRAMS AND METHODS BY STATES

Main parts of program	Special methods
<u>Alabama</u>	
(One person full time)	
1. Development of community organization and leadership (through overall community clubs or groups) as a means of implementing extension programs and community improvements. Nearly 400 communities now so organized, which serve as a channel of communication for Extension.	1. Monthly program service. 2. Guidance to individual county staffs. 3. Extension training conferences. 4. Community case counseling. 5. Commendations are issued to outstanding communities, and certificates are given individuals for leadership accomplishments.
<u>Arizona</u>	
(One person full time)	
1. Service to extension program planning and organization methods. 2. Community improvement; housing, planning for youth needs. 3. Rural church. 4. Some recreation - program materials and guidance to community planning.	1. Community surveys of farm and home conditions and interests. 2. Guidance to county extension staffs and community leaders. 3. Participation in rural church institute.
<u>Illinois</u>	
(One person one-fourth time; other time on recreation)	
1. Methods for meetings and organizations. 2. General information and assistance. 3. Recreation as part of groups and community life.	1. Monthly news letter to community leaders. 2. Assisting leadership training meetings, especially 4-H and youth. 3. Assisting rural ministers' institute and rural life conference in Farm and Home Week.

Main parts of program	:	Special methods
<u>Indiana</u>		
(One person half time; other time on research)		
1. Analysis of rural social organization and trends; basic social data.	1.	County and community studies in relation to research.
2. Rural church.	2.	Rural leadership school.
3. Personal and family living for home demonstration program.	3.	County home demonstration leader training meetings for family life.
4. Service to extension organization, program planning, and teaching methods; special cooperation with extension health specialist.	4.	Extension staff training meetings and individual consultations.
5. Community organization and leadership development.	5.	Writings in Agricultural Economic Facts and staff news letters.
	6.	Assistance to Extension studies.
<u>Iowa</u>		
(One person full time)		
1. Community organization and development.	1.	Training meetings for county and community extension units.
2. Service to extension unit program planning and organization; better meetings.	2.	State workshop on community development.
3. Rural church.	3.	Rural church conferences, church studies, and Rural Life Sunday.
4. Liaison and service to State educational and welfare groups and committees.	4.	Published materials and program service.
5. Basic social data and current sociology information.	5.	Subject matter information on certain topics for unit meetings.
	6.	Consultation and staff committees
<u>Kentucky</u>		
(One person full time)		
1. Rural church.	1.	Rural ministers' institute.
2. Liaison and service to State public committees and groups.	2.	Rural Church and Community Day in Farm and Home Week; Rural Life Sunday.
3. Service to extension organization, teaching and planning methods.	3.	Publication of "Kentucky Rural Leader".
4. Community organization and leadership development; community improvement.	4.	Staff consultations and special work with agents in selected areas on special problems.
5. Cooperation with department research and teaching.	5.	Community delineation and map service, for agents.
	6.	Community case counseling.
	7.	Certificates are awarded churches for outstanding programs and community service projects.

Main parts of program

Special methods

Louisiana

(Two persons full time)

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| <ol style="list-style-type: none"> 1. Community organization and development - promoting and assisting the formation of overall community clubs or organizations for implementing extension programs and better rural living. Over 700 so organized. 2. Some recreation assistance to families and community groups. 3. Liaison and service to various State welfare and educational committees or agencies. | <ol style="list-style-type: none"> 1. Guidance to individual communities and participation in community meetings. 2. Community Section in the annual Farm and Home Week Short Course. 3. Monthly program service "Your Community" and the quarterly "Fun For All Ages". 4. Service on State committees. |
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Michigan

(One person full time)

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| <ol style="list-style-type: none"> 1. Analysis of rural social organization; basic social data. 2. Service on extension organization, program planning, and teaching methods. 3. Rural church. 4. Liaison and service to State public organizations and committees. 5. Administration of Extension health services program. 6. Discussion methods; organization methods. 7. Cooperation with department teaching and research. | <ol style="list-style-type: none"> 1. County and community studies. 2. Rural pastors' school. 3. District workshops on sociology for Extension agents. 4. Training meetings and consultations to SCS and other agencies. 5. Joint studies and committee service. |
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Minnesota

(One person full time)

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|---|---|
| <ol style="list-style-type: none"> 1. Extension organization, leadership, and program planning methods. 2. Discussion methods. 3. Community organization and leadership development for community improvement. | <ol style="list-style-type: none"> 1. Special work in demonstration counties and on request. 2. May series of district meetings on some applied sociology topic annually. 3. 4-H leadership training meetings. 4. Special work in 1949 on county program planning, including development of new procedures and new devices for determining family interests and needs. 5. Staff consultations and other case work. |
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Main parts of program	Special methods
<u>Mississippi</u>	
(One person one -third time; other time teaching and research, including head of department)	
1. Church and community development.	1. Rural Church and Community Day in Farm and Home Week; Rural Life Sunday.
2. Study of rural social organization; basic social data for State and counties.	2. Leadership training meetings and materials for 4-H and home demonstration work.
3. Special assistance to extension evaluation studies and training.	3. News letter to rural ministers and leaders.
4. Service to extension organization, program planning and teaching methods including special cooperation with extension health specialist and 4-H.	4. Teaching in extension training classes in regular and summer school.
	5. Staff consultations.
	6. State Rural Church Fellowship and other State committees.
<u>New York</u>	
(Two persons full time and one person one-third time; other time on teaching and research, including head of department)	
1. Organization techniques and group methods; discussion.	1. Assisting leadership training meetings and conferences.
2. Migrant farm labor program, including assistance with the operation of migrant farm labor camps and training activities with farmers and migrant farm laborers.	2. Service on all State staff community program planning committees.
3. Service to extension organization, program planning, and teaching methods.	3. Town and Country Church Summer School.
4. Chairmanship for extension evaluation studies, administration of extension recreation program.	4. Studies and surveys.
5. Chairmanship of young men's and women's program.	5. News letters and program service.
6. Community organization and development (incidental and case).	6. Staff training meetings and consultations.
7. Liaison and service to various State agencies and public welfare committees.	7. Organization, agency, and community counseling.
8. Supplying of basic social data.	8. Cooperation with research and resident teaching.

Main parts of program	:	Special methods
<u>Ohio</u>		
(Two persons full time)		
1. Discussion methods, including promotion and assistance of the discussion of public policies and international affairs.		1. County and district leadership schools.
2. Administration of county-community institute program.		2. Assistance to 4-H and other training meetings.
3. Training for better meetings and organization methods, including recreation.		3. Case counseling.
4. Rural organization and leadership development for special programs and local improvements.		4. Rural Life Sunday and Rural Church Workshop.
5. Liaison and assistance to State public committees and organizations.		5. Service to State public committees.
6. Rural church and community development.		6. Cooperation with State extension health projects.
7. Recreation skills and planning for family, group, and community.		

<u>Oklahoma</u>		
(One person full time)		
1. Special assistance to extension program planning and organization methods.		1. Supplying basic social data for extension program planning.
2. Basic social data.		2. Assisting staff program planning training meetings.
3. Community planning, organization and leadership development for rural improvement.		3. Staff training and counseling.
		4. Cooperation with the community service department of the college.
		5. Assistance to neighborhood improvement contest of the <u>Farmer and Stockman</u> .

<u>Oregon</u>		
(One person full time)		
1. Surveys of part time farm families in selected areas, and interpretation of data to extension staffs.		

Main parts of program	:	Special methods
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Pennsylvania

(One person full time)

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| 1. Service to extension staffs, including primarily officer and leader training in organization meetings, methods, and program planning. | 1. Assistance to 4-H and other extension leadership training meetings and to older youth program. |
| 2. Community organization and development; rural church. | 2. Participation in community, county, and State meetings of various extension and other organizations. |
| 3. Personal and family living. | 3. Assistance to special events, such as annual Talent Festival of Pennsylvania Farm Show and historical pageants. |
| 4. Administration of and assistance to extension recreation program. | 4. Case counseling for agents and others. |
| | 5. Assistance to two-weeks rural pastors' short course. |

Rhode Island

(One person one-third time - new)

1. Study of community social organization and of extension programs and methods.
2. Assembling and analysis of basic social data with particular reference to that for use in public policy education.
3. Family and community life, through several radio talks.

Tennessee

(One person full time)

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| 1. Community organization and development. Promote and assist formation of overall community clubs or organizations, as a means of implementing extension programs and community improvements. Nearly 1000 now so organized in the State. | 1. Assisting community improvement contest of chamber of commerce, including annual Award Banquets. |
| | 2. Helping county staffs organize communities and with community meetings. |
| | 3. News letter for community organization officers. |
| | 4. Tabulating and evaluating results. |

Main parts of program

Special methods

Texas

(One person full time)

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| <ol style="list-style-type: none">1. Organization methods and group techniques for home demonstration and girls' 4-H Club work.2. Community organization and improvement. | <ol style="list-style-type: none">1. County and district leadership training meetings.2. Counseling county staffs through written comments on their monthly reports and county case work.3. Publication of guides for home demonstration and 4-H Club officers.4. Participation in county council, and district and State home demonstration meetings.5. State staff counseling and committees. |
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Utah

(One person one-third time; other time teaching and research, including head of department)

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| <ol style="list-style-type: none">1. Service to staffs on extension organization, program planning, and teaching methods.2. Extension evaluation studies.3. Community organization and development (incidental and case).4. Cooperation with research and resident teaching. | <ol style="list-style-type: none">1. Study of 4-H Club work and adult leadership.2. Assistance with 4-H Club leadership training meetings.3. Assisting county and community rural life conferences.4. Assisting county planning meetings and district workshops on program planning.5. Staff and community case counseling.6. Teaching in extension summer school. |
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Virginia

(Two persons full time)

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| <ol style="list-style-type: none">1. Extension organization and program planning, including especially basic social data and service to county boards of agriculture and county professional workers' councils.2. Rural church.3. Community organization and development; promoting and assisting formation of overall community clubs or organizations to implement extension programs and other improvements.4. Liaison and assistance to State farm organizations and other public and private agencies. | <ol style="list-style-type: none">1. Conferences with county staffs.2. Conferences with county boards of agriculture and county professional workers' councils.3. Starting of a community improvement contest in selected areas.4. Annual rural ministers' summer school.5. County rural life conferences; Rural Life Sunday.6. Developed a special way for presenting basic data to all counties for use in program planning. |
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Main parts of program

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Special methods

Washington

(One person full time)

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| <ol style="list-style-type: none">1. Liaison and service to numerous State and county public agencies and organizations.2. County and community organization, including especially the promotion and assistance of county program planning councils as a part of extension program planning.3. Leadership of State extension health services program. | <ol style="list-style-type: none">1. Staff counseling and training meetings.2. Assistance to counties especially demonstration counties on planning councils.3. Case counseling and committee work to State agricultural groups. |
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Wisconsin

(One person full time)

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| <ol style="list-style-type: none">1. Community organization and development.2. Liaison and assistance to various State public and private organizations and agencies.3. Basic social data and analysis of rural social organization and trends.4. Service to extension staffs on extension organization and program planning methods, including especially the helping of county agents work with rural churches.5. Administration of State extension recreation project.6. Cooperation with research and resident teaching. | <ol style="list-style-type: none">1. County extension staff conferences.2. Service to committees.3. Program service.4. Assistance to community programs.5. Teaching in extension summer school and resident classes.6. Assisting special events and meetings of organizations and agencies. |
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